Instructor: Jillian Dawes, Ph.D., PLP, LSSP, NCSP, BCBA
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Course Time & Location: TBD
Office Hours: M 12-1, 3:30-4:30; T 11:30-1; W 9-11
Credits: 1

Prerequisites:

I. Course Description: (brief paragraph)

Individual study of a special problem under the direction of a faculty member. One to six variable semester hours. Conference between the student and faculty are required during the semester. Approval from the faculty member directing the study and the department chair or school director is required.

This course will explore the application of behavior analysis within clinical and school settings. Specifically, course content will include 6 hours of content in identification of the problem and assessment, 5 hours of course content in measurement and data analysis, and 4 hours in student discretionary topics within behavior analysis. Students will complete behavior analytic readings related to course content, have class discussions, and complete a final project evidencing mastery of the topic.

This course is a variable-credit course. Correspondingly more work will be assigned for higher levels of credit hours, generating more out-of-class student work. Contact hours between the faculty member and the student increase commensurately with higher levels of credit hours. When 1-credit hour of this course are taken, the student and faculty will meet face-to-face one time per week, for a total of 1 hour. The student will be assigned weekly readings, will create a discussion agenda from the readings, and will complete a final project to evidence mastery of course content. These activities average at a minimum 2 hours of work each week to prepare outside of classroom hours.

The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

The School Psychology programs at Stephen F. Austin State University are dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of problem solving. The program’s philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in the public schools.

Program Learning Outcomes:
- Identify critical components of the field of study related to the special problem;
• Complete and in-depth analysis of the identified critical components as they related to the selected special problem;
• Apply critical thinking and problem-solving skills in the investigation of the special problem;
• Analyze data related to the special problem;
• Predict possible implications from the analysis of the data; and
• Evaluate the experiences related to the special problem as they pertain to the student's field of study.

Student Learning Outcomes:

1. Students will demonstrate knowledge and comprehension of identification of the problem and assessment in behavior analytic cases, evidenced by discussion and course assignments.
2. Students will demonstrate knowledge of measurement systems and methods of data analysis, evidencing ability to select appropriate measurement systems for the targeted dimension of behavior.
3. Students will select four topics of interest with behavior analysis and develop discussion of those topics.
4. Students will demonstrate growing autonomy with course content by planning and gaining approval of a final project for the course.

BCBA-Level Content Area Requirements:
This course addresses content in the following areas required for BACB examination applications (Task List 4th edition):

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Identification of the Problem and Assessment</td>
<td>6</td>
</tr>
<tr>
<td>Measurement</td>
<td>5</td>
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<tr>
<td>Discretionary</td>
<td>4</td>
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</tbody>
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III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Discussion and Participation: Students will attend weekly class meetings having prepared a discussion agenda based on the week's readings. Meeting times will be standing each week at a time agreed upon by the instructor and students. An agenda template can be found in Appendix A.

Problem ID and Assessment Report: Students will follow the first two steps of the problem-solving model using simulated referrals for one vignette. When given a vignette, students will establish a technological protocol identifying the process for problem identification and assessment, including data collection measures and processes and decision-making processes. For each step, 1-3 paragraphs should be written summarizing the most appropriate actions based on the case.

Measurement Project: Following submission of the problem ID and Assessment Report, the instructor will give students simulated data based on the measurement system described. The students will graph and analyze data, resulting in a submission of a results report including a graph, summary of results, and recommendations.

Final Project: Students will plan a final project that evidences their mastery of the content of the course. Students must gain instructor approval before beginning the project. Examples of final projects could be literature reviews of the topic, external supervised experience, attendance/completion of external workshops or professional development opportunities relating to the topic, and others. It is the student's responsibility to plan and gain instructor approval prior to beginning the project and to manage the project so that it is complete and submitted by 5 pm on the Friday of finals week.
IV. Evaluation and Assessments (Grading):

| ID & Asmt Report    | 50 points |
| Measurement Report  | 50 points |
| Final Project       | 100 points |
| Participation       | 45 points |
| **Total**           | 245 points |

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the Course</td>
<td>Syllabus</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Problem ID and Assessment I</td>
<td>Cooper Ch. 3</td>
<td></td>
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<td>Week 3</td>
<td>Problem ID and Assessment II</td>
<td>Cooper Ch. 24</td>
<td></td>
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<td>Week 4</td>
<td>Problem ID and Assessment III</td>
<td>Hanley, n.d.</td>
<td></td>
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<td>Week 5</td>
<td>Problem ID and Assessment IV</td>
<td>Hurl et al., 2016</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Problem ID and Assessment V</td>
<td>Daly et al., 1997</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Problem ID and Assessment VI</td>
<td>Iwata et al., 1994</td>
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<td></td>
<td>Spring Break</td>
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<tr>
<td>Week 8</td>
<td>Measurement I</td>
<td>Cooper Ch. 4-5</td>
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<tr>
<td>Week 9</td>
<td>Measurement II</td>
<td>Cooper Ch. 6-7</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Measurement III</td>
<td>Rilley-Tillman &amp; Walcott, 2007</td>
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<td>Week 11</td>
<td>Measurement IV</td>
<td>Zalofsky &amp; Volpe, 2010</td>
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<td>Week 12</td>
<td>Student Choice</td>
<td>TBD</td>
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<td>Week 13</td>
<td>Student Choice</td>
<td>TBD</td>
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<td>Week 14</td>
<td>Student Choice</td>
<td>TBD</td>
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<tr>
<td>Week 15</td>
<td>Final Project</td>
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<td>Final Project</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required Texts:


Required Articles:


**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/**

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
Appendix A: Weekly Discussion Agenda

Print the completed agenda and bring an additional copy for the instructor to each weekly meeting. You may organize the agenda into a different format, as long as all the components below are included.

I. Previous Topics
   a. List any topics from previous weeks that need to be refreshed/discussed again

II. Weekly Readings
   a. List at least 3 discussion points from the weekly readings. These can be questions, connections to experience, additional readings found and completed, etc.

III. Assignments
   a. Only to be used during weeks assignments are due; list any questions/concerns/clarifications about the assignment

IV. Final Project Status
   a. List all steps up to current step of final project progress

V. Closing
   a. Any final topics that need to be discussed – this can be left blank and filled out during the discussion